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An Interim Report from Provost J. Robert Dorfman

The Impact of Budget Cuts on Our Priority Objectives

By J. Robert Dorfman

In a letter to the campus published last month in the *Diamondback*, President Kirwan called on each of us to "hold fast to our vision of what College Park can yet be." I share the President's view that the vision of national eminence we had only recently dared to dream for our university can still be realized—if we can come through our present period of troubles with our values and essential units still intact.

As we all know, however, in the face of massive cutbacks in state appropriations (totalling $40 million or roughly 18 percent of our total appropriation from the state), we have had to focus our attention more on damage control than on implementing visions. As the president indicated in his letter, he has asked that I report to the campus on the effectiveness of various efforts to shelter our highest priority objectives from serious damage. This is my report. It is an "interim" one for some obvious reasons: (a) It is not at all clear that we have heard the final word about our financial situation for FY 92, not to mention FY 93, and (b) The academic reorganization process discussed below is not yet complete, and until it is, the financial consequences cannot be discussed with any finality.

Nevertheless, I will describe here the steps that we have taken to protect the basic academic priorities of the campus, despite the sizeable cuts to our budget. It is important to remember that *every* unit on the campus has had its budget sharply reduced, in some cases to what can only be called a bare subsistence budget. Let us then be crystal clear about the limits to which any "protecting" or "sheltering" of our priorities might have succeeded: we *have* identified our priorities, we *have* made hard fiscal choices in light of them, but what this has meant is that some programs, units, or activities *have been harmed relatively less seriously than others*. Once this larger point is understood, we can profitably discuss the many heroic efforts people have made to keep our units going, but we should not lose sight of the overall dimensions of the unfortunate situation in which the campus now finds itself.

Our Initial Guidelines

When the crisis began a year and a half ago, the president and vice presidents did what they often do—we asked a lot of people for help. My office saw a steady stream of deans, department chairs, representatives from the Campus Senate, and more than a few individual faculty members. These preliminary conversations generated a set of guidelines to follow as we began to respond to the crisis:

■ We should attempt to make reversion and reallocation decisions, at both the college and campus levels, in a manner consistent with the concept of shared faculty governance, working wherever possible with established committees and within existing review procedures;

■ We should try to minimize the extent of overall damage to the quality of our programs by making selective rather than across-the-board cuts. To that end we would need to set in motion a process for identifying both our lower and higher priority academic units to shelter—insofar as this might be possible—the latter from irreparable harm;

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APAC Identifies Program Changes as Strategic Planning Proceeds

Since July 1, 1988 when College Park was officially designated the flagship institution of the state of Maryland, the university has been on a bewildering financial roller coaster. As the key academic planning body for the campus, College Park's Academic Planning Advisory Committee (APAC), a predominantly faculty group that advises the provost, has been a vital part of the university's response to the rapidly changing fiscal climate.

At first glance, the university's fiscal prospects appeared rosy, and the university moved ahead swiftly to produce the July 1989 Enhancement Plan that relied on a major infusion of state funds to help the university in its quest to join the ranks of the top public universities in the nation.

But scarcely a year later, by August 1989, an unexpected precipitous decline in the state's economy had begun to cause the state's fiscal environment to sour, and the university's dream of enhancement began to dim.

That fall of 1989, the Enhancement Plan was put on hold, and the university began to struggle to find ways to accommodate to what so far has amounted to a disastrous $40 million, 20% reduction in its state supported operating budget, a cut that occurred in five hits over the last 14 months.

Strategic Planning Begins

As part of this process, College Park undertook a strategic planning process designed to maintain the quality of the institution through the careful reallocation of resources. With consensus among campus faculty and administrative leaders that major cuts should not be made "across the board," it was decided that selective cuts in programs must be made to enable resources to be placed into supporting the university's highest priority programs, programs central to the university's goals.

The first step in this strategic planning process began in fall 1990 as Provost Dorfman asked each dean to develop with "broad and representative faculty input" a plan to accommodate permanent budget reductions within his or her college or school. Armed with a set of

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• Wherever possible, reversion and reallocation decisions ought to reflect priorities identified though previous planning efforts;

• In hopes of avoiding significant disruption in our students' academic plans and graduation schedules, we would try to minimize the impact of these cuts on the availability of undergraduate courses; and finally,

• We would remain committed to the institution of faculty tenure.

It was not obvious at the outset, nor is it completely certain today, that the campus could succeed in following every one of these guidelines, although we certainly have adhered to the first and last. Now, more than a year into this difficult business, these uncertainties remain. What I can report is essentially where we stand at the present moment.

The Decision Process

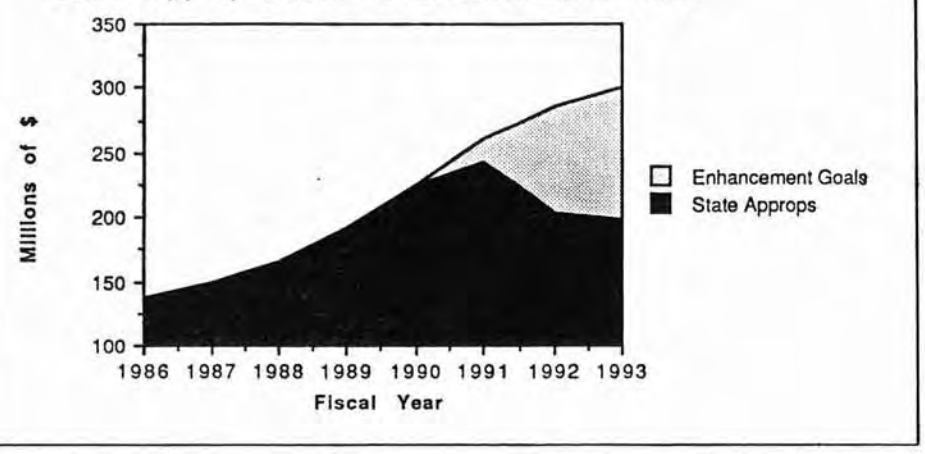
Let me say something about the matter of process, because it is of such great importance for the fabric of our community. So far, the campus has managed to respond to its fiscal problems in *largely a collective manner*; it has fashioned its response to the crisis within a setting of open debate and shared decision-making. This has been true of the work of the Academic Planning Advisory Committee (APAC), first through the efforts of the college-level committees which identified areas in their units for possible reduction, and later for the many committees—involving over 100 faculty members—called into being to design a process for implementing APAC's recommendations. At present, a number of open hearings are being held to provide an opportunity for all points of view to be heard. As the deliberations move to the Senate Programs, Curricula and Courses (PCC) Committee and the floor of the Campus Senate, there will be additional opportunities for debate and collective decision-making.

Previously Identified Priorities

Although the 1989 *Enhancement Plan* did not mark the hoped-for onset of the golden age for the College Park campus, it did achieve a broad consensus on the campus' highest priority objectives, one which turned out to be of value to the campus in a vastly different set of circumstances than we originally had in mind.

The *Enhancement Plan* has an attached price tag of over $100 million in additional state funding over a five-year period. None of the goals of this plan has yet been fully realized, nor can they be, until the required funds are made available. As Figure 1 makes all too clear, the initial promise of enhancement has not been matched by fiscal realities.

Figure 1
State Appropriations & Enhancement Goals



But, as I have explained in an earlier report, *Preserving Enhancement: A Plan for Strategic Academic Reallocation*, during APAC's deliberations, "...programmatic priorities were determined consistent with the 1989 *Enhancement Plan*, which sets forth goals of excellence and earmarks certain disciplinary emphases for special attention: support of the traditional liberal arts and sciences; public policy and international affairs; technologies for the twenty-first century; biological and environmental sciences, and the arts (p.1)."

The committee's thinking was also guided by a set of criteria (program centrality, quality, complementarity to essential functions, uniqueness, student demand, and cost) previously identified and approved by the Campus Senate and the president. Three objectives have been identified in virtually every recent campus long-range planning exercise: recruiting outstanding undergraduate and graduate students; maintaining a core set of high-quality academic programs; and creating a highly diverse academic community. We should not assume that these priorities reflect a unanimous sentiment on the campus, or even that those who support them now would do so for all times and in all circumstances, but they are goals that have received broad and consistent support over the last several years. Any serious commitment to the notion of shared governance requires a good faith effort to implement, and when necessary to try to protect, these three priority objectives.

The Initial Impact of Budget Cuts on Academic Units

Since APAC's specific programmatic recommendations were fully described in *Preserving Enhancement*, they need not be repeated here. It is appropriate, however, for us to consider how the budget decisions made over the last two years have been consonant with campus commitments to creating and preserving a core set of quality academic programs. The data are given in Table I.

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Table I
Reductions in Academic Unit Budgets*

College	FY 91 Cuts-Thousands **	FY 92 Cuts-Thousands ***	Total Cut-Two Years	Total Cut-Percentage
AGRI	316.3	182.4	498.7	11.69
ARCH	32.0	81.1	113.1	7.02
ARHU	1,066.1	1,095.8	2,161.9	8.02
BSOS	773.6	818.3	1,591.9	8.18
BMGT	324.1	325.4	649.5	8.43
CMPS	1,673.4	1,252.7	2,926.1	9.79
CSC	881.1	825.8	1,706.9	14.86
EDUC	786.5	474.9	1,261.4	11.58
ENGR	1,100.6	908.8	2,009.4	9.24
HLHP	356.4	239.9	596.3	12.68
HUEC	160.0	148.9	308.9	9.31
JOUR	55.6	98.0	153.6	7.59
Libraries	729.9	856.6	1,586.5	10.37
CLIS	112.8	88.5	201.3	13.55
LFSC	804.5	508.4	1,312.9	10.47
PUAF	27.8	100.9	128.7	6.52
Totals	9,200.7	8,006.4	17,207.1	-

*Excludes reductions for the redeployment of Institutional Advancement Staff.
**FY 91 figures represent permanent reductions to unit base budgets made in the working budget for FY 92.
***FY 92 figures represent one-time cuts; additional adjustments to the these figures may be made during the present fiscal year.

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Two observations immediately emerge from these figures: (1) a total of no less than $17,207,100 has now been removed from our campus' academic units, a reduction of truly gigantic proportions—comparable, in fact, with the elimination of the entire budget of a mid-sized liberal arts college; and (2) an even larger sum, roughly $23,000,000, has been removed from the non-academic portions of the campus' budget. In the face of cuts of such enormity, it has proven impossible to hold any unit completely free from harm. All we can measure relative to APAC's decisions is, therefore, relative degrees of damage inflicted on each unit or college.

One can say, on the basis of percentages (in the last column of Table I), that the cuts appear generally consonant with APAC's assignment of priority status to the arts and sciences colleges and to several units with a strong claim to national eminence. But percentages by themselves can be misleading, as is clear from the actual dollar amounts extracted: the colleges that have paid the most are, in general, just the ones that had the most available to pay—questions of quality, centrality, cost, and popularity notwithstanding. The reason is easy to state but hard to live with: when faced with the necessity of making cuts of an enormous magnitude on very short notice, it was impossible to obtain such sums without removing substantial amounts from each and every one of our larger units. A smaller academic unit has only so much available to revert, independent of its standing on any number of priority scales.

It is therefore extremely important that we recognize that "sheltering", if it is to be achieved, must take place over the long haul, as economies gained from program restructuring are given sufficient time to be realized. We remain committed to this goal—to assembling the resources freed up by program restructuring for the purpose of reallocation to our strongest and most central academic programs. But in the short run, all of our programs, including our most outstanding ones, have experienced drastic reductions and incurred significant damage. In order to achieve a selective rather than an across-the-board approach, therefore, it is also essential that recommended programmatic reductions be fully implemented in due course. A failure to carry through would destroy the possibility for future economies and sink the institution into just the broad and indiscriminate decline that we have been seeking from the very outset to avoid.

Table II
Graduate and Undergraduate Awards

	1989-90	1990-91	1991-92
Grad Teaching Assistantships	1753	1876	1846
Regular Graduate Fellowships	228	254*	235*
Banneker Scholar**	44	43	37
F.S Key Scholar**	44	50	29

*Funds allocated in both years sufficient to make 230 awards; larger number of awards due to higher than anticipated acceptance rate.
**Includes both 'full ride' and partial awards.

Recruiting Talented Students

The campus does appear to have largely succeeded in sheltering from serious harm its primary scholarship and fellowship award programs, as Table II shows.

Graduate assistantships play an essential role in the health of our graduate programs, but they play no less vital a role in support of undergraduate instruction. It was precisely that dual character that led so many colleges to make large increases in their assistantship budgets during "the growth years" of 1989 and 1990. It is then quite remarkable (I would say bordering on the miraculous) that the number of graduate teaching assistantships has remained virtually unchanged over the most recent three-year period. Key and Banneker scholarship programs have been continued, although fewer initial awards were made in the spring of 1991. In order to continue the Key and Banneker programs at all for 91-92, $300,000 had to be allocated, while at the same time we had to revert $40 million to the state. The number of graduate fellowships awarded for 1991-92 dropped slightly, but remains well above the level of recent years (e.g. as compared to only 178 fellowships awarded in 1989).

Commitments made prior to the budget crisis have led to scheduled renovations in Anne Arundel Hall for the remodeled University Honors Program, and we have just opened the new International House to its first-year group of occupants. The rich and varied programs of the Language House (St. Mary's) have been an extraordinary success, both in our intended objective of providing a foreign-language immersion experience, and in aiding in recruiting outstanding students to the campus.

The Campus' Commitment to Diversity

The figures presented in Table III indicate that efforts to increase

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Table III
Minority and Women Faculty at College Park*

	1989-90	1990-91	1991-92
TENURED			
Black	26	33 (+27%)	31 (-6%)
Hispanic	11	11 (--)	12 (+9%)
Asian	55	55 (--)	57 (+3.6%)
Native American	3	4 (+33%)	4 (--)
UNTENURED			
Black	21	22 (+4.8%)	19 (-13.6%)
Hispanic	7	7 (--)	8 (+14.3%)
Asian	20	33 (+65%)	31 (-6%)
Native American	0	0	0
TENURED			
Women	169	175 (+3.5%)	183 (+4.6%)
UNTENURED			
Women	101	103 (+2.0%)	105 (+2.0%)
TENURED**			
Total Faculty	1146	1155 (+.8%)	1118 (-3.2%)
UNTENURED***			
Total Faculty	372	372 (-)	371 (-.3%)

*Data reported for all tenure-track U.S. citizens or permanent residents; source: OIS Report, Full-Time and Part-Time Employees by Race, Sex, and EEO Category; percentages represent increase/decrease relative to preceding year.
**Associate and Full Professors
***Assistant Professors

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the representation of women and minorities on the faculty have also led to generally positive results.

A decline in the total number of black faculty at College Park, in both the tenured and untenured categories, is a cause for real concern. Clearly, we face a major challenge.

In the last academic year, we were able to use our six minority/senior women faculty positions, as well as other department and college resources, to bring a total of five African-American faculty and 10 women faculty to our campus. We will endeavor to do the same or better this year. The decline in the number of tenured faculty from 1155 to 1118 over the last year reflects the hiring freeze (many tenured faculty who resigned were not replaced) as well as the increased number of faculty who have elected to retire.

But there has been significant progress in two related areas. There are now ten recipients of the new Postdoctoral Fellowships for Black American Scholars in residence on the College Park campus. The numbers of minority and women graduate students have also increased significantly over the last three-year period, as shown in Table IV.

These trends can be correlated in part with increases in the fellowship support available at College Park for minority students (e.g. an increase in the number of Black Graduate Student Fellowships from the 74 awarded in 1989-90 to the 129 awarded in 1991-92; and an increase in the Other Minorities Fellowship Program from none in 1989-90 to 19 in 1991-92). The increased numbers of minority and women graduate students also reflect concerted recruitment efforts carried out in several departments.

Of at least equal importance to the institution are the efforts aimed at formally integrating diverse cultural and gender perspectives into our curricula. The week-long explorations of Diversity Week, the recently revived Africa and the Americas program, and the Curriculum Transformation initiative are three examples of this ongoing effort. What is at stake in these activities is both the enrichment of our community life as well as an enhancement of the education we provide to our students. These initiatives continue, budget cuts notwithstanding.

The Other Side of the Story

I have so far tried to describe the results of a series of concerted efforts to protect some of the key programs on the campus. In all fairness, and to avoid creating an unfortunate misimpression, we all need to know what we have not managed to protect. The faculty

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Table IV
Women and Minority Graduate Students at College Park

	1989-90	1990-91	1991-92
Black	498	552 (+10.8%)**	617 (+11.8%)
Hispanic	158	143 (-9.5%)	168 (+17.5%)
Asian	315	342 (+8.6%)	349 (+2.0%)
Native American	14	12 (-14%)	16 (+33.3%)
Women	4,333	4,459 (+2.9%)	4,473 (+.3%)

*Source: Office of Graduate Studies and Research.
**Percentages represent increase/decrease relative to preceding year.

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hardly need me to tell them what it has meant to them to have to try to operate without access to funds for much-needed research support, without xeroxing and long-distance telephoning, with larger classes, and with increasing teaching loads. Classified and Associate staff also do not need me to tell them what it has meant for them to have to work longer hours for the same pay, and to feel that the state has sought to solve its financial problems by taking money out of their pockets, and laying off significant numbers of them.

But a few examples may give some sense of the magnitude of our difficulties. The campus library system has now lost so many of their staff members due to resignations and a freeze on hiring replacements that their total work force has dropped to a level last seen during the 1960s—before there were even branch libraries to staff.

The four arts and science colleges themselves have collectively lost a total of $7 million altogether. The College of Engineering, the College of Computer, Math and Physical Sciences, and the College of Arts and Humanities have *each* lost more than $2 million during the same period. The magnitude of the impact of these cuts, when considered in terms of the amount of needed equipment not purchased, the number of routine operations curtailed, and the impact on our teaching and research programs, and our service is simply immense.

It is difficult to underestimate the effects of these cuts on our research endeavors. Much needed equipment—vital for research in the sciences and engineering—has not been purchased; junior faculty —the source of many new and creative ideas—have not been hired in anything like the usual numbers; and our support for graduate students has been placed in jeopardy. If it were not for the DRIF allocations to the colleges and departments, our research programs would be in even worse shape than they are now. Special efforts must continue to be made to protect our research and scholarly enterprise. It is, after all, the fuel that powers the dynamic intellectual and creative growth of the university.

In spite of concerted efforts in all the colleges also to protect instructional budgets, there has also been a significant general decline over the last three years in the overall number of undergraduate sections offered (an average decline of -5.86% over each of the last three semesters).

I believe that the decline in these numbers can be attributed almost entirely to reductions in the numbers of our part-time instructors and lecturers. Since persons in these ranks have for some time accounted for a significant portion of our undergraduate instructional capacity, any mandate to come up with large amounts of money on very short notice will inevitably have the most serious effect in that region of the budget where short-term commitments are made.

While there are grounds for concern about the quantity of available undergraduate courses, it is worth noting that a number of efforts to preserve and improve the quality of undergraduate education remain under way: I first mention the heroic work of the ACCESS committee which maintains the day-to-day supervision of our undergraduate USP and CORE course resources. This committee assesses the need for seats in various areas and recommends resource shifts in order to meet emergency needs. ACCESS has prevented disasters on a number of occasions, but most particularly, for spring '92. In addition, it is advisory to other innovations designed to improve undergraduate education, such as the implementation of the new University Honors Program, the Curriculum Transformation Project, the programs of the newly created Center for Teaching Excellence, and the Distinguished Scholar-Teacher program. We have, in short, managed to continue some of our enhancement efforts while simultaneously reverting $40,000,000 from other sources.

The Foreseeable Future

As of today, December 2, 1991, we expect that the state will assess additional cuts to public higher education as it tries to deal with a current FY92 deficit of close to $200 million. While contingency plans

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Table V
Number of Sections of Undergraduate Courses Offered*

	1989-90	1990-91	1991-92
Fall	4,468	4,511 (+.9%)**	4,142 (-8.2%)
Spring	4,195	4,054 (-3.3%)	3,807 (-6.1%)

*Excludes labs, discussion sections, and independent studies sections.
**Percentages represent increase/decrease relative to preceding year.

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have been developed for such a possibility, additional cuts to the UMCP budget will continue to have a drastic impact. Academic support units and colleges have been asked to "set aside" two percent of their state supported FY92 budgets in order to provide funds for the anticipated assessment from the state (through the System). While the "set aside" has been assessed in a uniform, across-the-board way, the actual amount of funds taken from each unit will be more in accord with the APAC priorities.

The situation with respect to FY93 looks, at the moment, even more problematic than FY92 has been so far. The state is projecting an *additional* budget deficit of approximately $700 million. The consequences of such a deficit, if not significantly reduced by a tax increase, are almost unthinkable for the state, as well as for our university. We will have some clear idea about the situation in early spring 92, when the legislature has had a chance to deal with budget and taxation issues. As part of our FY 93 planning process, we have been planning for a reversion of some 60 additional lines from Academic Affairs alone to the state as of July 1, 1992. Academic units have already been informed of their line assessment and are making arrangements to identify the lines. However, within the past few weeks, College Park has been given some flexibility to rearrange our FY93 budget, and there is now a good possibility that not all 60 lines will need to be reverted.

The most vital questions at the moment are: (1) How will we be able to protect campus programs of the highest priority during the coming year or two? (2) How will we keep our most productive faculty, staff and students? and (3) What can we do to protect our student body from further erosion in the academic programs?

The Strategic Planning Committee is grappling with these central problems. We must find solutions! We must erect a protective "fence" around our units—both academic and non-academic. We must find a way to address the salary issues that make it difficult to attract and/or retain our best faculty, graduate students and staff. And we must find a way to keep our class sections from increasing in size, and from demanding less personal involvement of students through writing assignments and oral presentations. The next few months are going to be largely spent in addressing these issues.

Conclusion

This report has tried to describe what we have been able to accomplish in the way of protecting our highest priority objectives so far, and to outline the problems of the near future. I dare say no one will be happy with the results. I certainly am not. There can be no gainsaying that the impact of the cuts on campus programs has been broad, deep, and devastating. Even the modest success we have had in limiting damage in a few key areas has required Herculean labors on the part of many individuals—by the faculty who first helped to identify areas of relatively lower priority; by deans who were made to serve both as recipients and dispensers of bad news; and by department chairs who were asked to shelter a few special items at the price of doing terrible things to other budgets they spent years patiently nurturing into good health.

In the weeks and months ahead we will need to carry through the difficult tasks of programmatic restructuring, of recruiting and retaining our best students, staff and faculty, and of achieving the diversity goals we have set ourselves. Priority setting has gone on, and is continuing to go on, within the divisions of Administrative and Student Affairs just as within Academic Affairs. In addition to the priority setting function mentioned above, the Strategic Planning Committee is also presently working to identify possible campus—wide economies. Several of the committees now at work on the Middle States Periodic Review Report will also be making recommendations on how best to operate during this difficult period.

As circumstances warrant I will report back to the campus at a future date. In the meantime I hope you will join me and many of your colleagues in our efforts to convince our state officials and fellow citizens that these cuts have put the well-being of the College Park campus—and therefore the long-term interests of the state of Maryland —directly at risk. In the long run, the only way to protect our highest priority objectives in any realistic sense is to restore the funds whose removal has placed them in such serious jeopardy. ■

APAC Considers Program Closings

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principles, criteria and priorities developed by the Senate Executive Committee as well as a preferred strategy to identify reductions and redirect resources from less critical to more critical program needs, each dean developed a set of recommendations. Then APAC conducted a series of meetings with individual deans to discuss these plans and develop recommendations for consideration by Dorfman.

Report Identifies 11 Units

Once completed, this process resulted in a report delivered to the president by the provost on March 1, 1991. *Preserving Enhancement: A Plan for Strategic Academic Reallocation* was based on APAC's meetings with the deans, and its recommendations relied on considerations of both qualitative and quantitative measures including excellence, centrality, quality of graduate students, research and service to the state. In addition, the Advisory Committee on Course Enrollment Statistics and Strategies (ACCESS) had looked at each dean's plan for its possible effect on the availability of courses for undergraduates and provided APAC with impact statements and information used to help formulate the report recommendations.

The report identified nine programs and two colleges for review of a variety of actions, including possible realignment, merger, further reduction, or elimination. These recommendations, according to the report, would "in the long term, ...allow the institution to move towards the realization of its strategic goals by using its resources more effectively."

The programs recommended for review were Agricultural and Extension Education; Hearing and Speech Sciences; Housing and Design; Industrial, Technological and Occupational Education; Microbiology; Nuclear Engineering; Radio-Television-Film; Recreation; and Urban Studies. Colleges recommended for review and possible change were Human Ecology and Library and Information Services.

Other Areas to be Reviewed

In addition, the report also recommended that several other areas scattered among various academic units should be reviewed for possible change.

It recommended that committees review the following:

- realignment, coordination, or consolidation of programs concerning environmental science and policy;
- realignment, coordination, or consolidation of programs concerning the general area of food science and nutrition studies;
- coordination of programs concerning decision and information sciences;

In addition, as part of the long-range strategic planning process, some further areas were suggested for examination, including:

- a "Holmes" committee to look at the education programs;
- a review of the advertising sequence in Journalism;
- the nuclear reactor, for possible shut down;
- a proposal to consider teaching undergraduate core courses in the School of Public Affairs.

Committee Puts in Long Hours

Eighteen faculty-student committees began the process of looking at possible elimination, reduction, reorganization, or merger of programs. They met regularly throughout the summer, with many members attending meetings while on sabbatical or not working on campus during the summer. The process continued throughout this fall and, for most recommendations will end in late December 1991 when a few more open hearings have been concluded.

The initial reports of the committees were delivered to deans who responded immediately, and open hearings to receive community input were held over the past two months so that APAC could listen to the views of those affected by the possible changes.

It is important to note that, from the outset, this rigorous process has been in accordance with the *University of Maryland at College Park Procedures for Reduction, Consolidation, Transfer or Discontinuance of Programs.*

Time Line Developed

The table on page eight shows the time line for these steps, with each program's time line moving from the due date of the first report and when it was actually received, to the dean's response to that report, to the first APAC committee meeting that considered the recommendations, to an open hearing date, to a second APAC meeting held to review the results of the dean's comments and the open hearing statements, reassess its initial recommendations and vote on its recommendations for inclusion in a report to be handed on from APAC to Provost Dorfman in January 1992. Before completing its work, APAC will assess the overall impact of the entire set of recommendations.

The composite report will be considered by the provost and forwarded by Dorfman through the president to the Campus Senate before the end of January, according to current estimates. At that time the Senate Executive Committee will forward the report to the Campus Senate PCC. Any recommendations that will not require senate action will not be included in this batch of recommendations, indicates Dorfman.

Decisions Expected Next Spring

The PCC committee has said it will try to respond to the recommendations within six weeks. Assuming the plan stays on schedule, according to senate chair Jerry Miller, the senate plans to hold meetings to discuss the final recommendations for possible program reduction, elimination, reorganization, or merger in April and May 1992 in order to complete the process by the end of the spring semester.

From the outset of this time-consuming process, decisions were reached only after careful deliberation of each step and concern for the programs involved, say APAC members.

APAC based its recommendations on a number of factors, including reliance on recommendations of the deans and their faculties to the extent possible, deviating primarily when a dean proposed across-the-board cuts, proposed reductions in a large number of graduate assistantships, or recommended a program closing action that APAC felt could not be justified from the campuswide perspective.

University Policies Followed

Crucial to these decisions was APAC's determination to minimize the number of tenured faculty disrupted as well as to cause the least disruption possible to faculty and students. As part of this plan, APAC stated its intention to honor and go beyond the commitments stated in the procedures of the *University of Maryland at College Park Procedures for Reduction, Consolidation, Transfer or Discontinuance of Programs*, approved by the senate and president.

This policy calls for the following: "a) Students whose access to required course offerings is affected by academic reorganization should be afforded reasonable opportunities to complete their required coursework either at this institution or through cooperative arrangements and transfer of credit from other colleges and universities both within and outside the University of Maryland System; and b) Tenured faculty on lines that are terminated or transferred should be reassigned to teaching and/or research in related programs or units or to administrative duties when qualified for the position and where the need exists. Thereafter,

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APAC Considers Program Closings

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APAC Committee Status

Committee	Due Date	Received	Dean Resp	APAC 1	Hearing	APAC 2
AEED	06/28/91	09/11/91	09/11/91	09/19/91	10/08/91	10/10/91
CLIS Relocation	10/15/91	10/16/91	10/16/91	10/24/91	11/12/91	11/14/91
CLIS Grad Programs	09/09/91	09/12/91	09/18/91	09/26/91	11/12/91	11/14/91
EDIT	09/09/91	09/17/91	10/29/91	11/21/91	11/22/91	12/05/91
ENNU	09/09/91	09/09/91	09/09/91	09/19/91		
Environment Science	01/31/92					
HESP	10/15/91	10/19/91	10/30/91	11/21/91	12/02/91	12/05/91
HLHP Structure	01/31/92					
HSAD	09/09/91	09/09/91	10/01/91	10/10/91	10/21/91	10/24/91
HUEC	10/09/91	12/06/91	12/06/91	12/12/91	12/17/91	12/19/91
HOLMES	01/31/92					
Info Science	01/31/92					
JOUR	10/15/91	11/14/91	11/14/91			
MICB	06/28/91	07/13/91	07/13/91	09/19/91		11/14/91
Nuclear Reactor	01/31/92					
PUAF	01/31/92					
RECR	09/09/91	09/18/91	09/18/91	09/26/91	11/06/91	11/14/91
RTVF	10/15/91	10/22/91	10/22/91	11/07/91	11/13/91	12/05/91
URBS	09/09/91	09/09/91	10/05/91	10/17/91	10/30/91	11/07/91

similar consideration should be accorded instructors and lecturers who have achieved more than seven years continuous full-time service, as per Section I.C.13. of the

To observe the intent of these policies, the provost indicated he intends to find a position for every tenured faculty member currently in any of the affected units and also will ensure that students in these units are afforded reasonable opportunities to complete their degrees on this campus.

Library College Spared

As to what final recommendations APAC will make, these must await the end of this month for APAC to complete its hearings and discussions, and to formulate and review an integrated package of recommendations. It is known, however, that a few of the original recommendations contained in *Preserving Enhancement* have been reversed. As a result of compelling evidence produced in the committee reports and the open hearing, APAC will recommend that the College of Library and Information Services be left intact. Additionally, Nuclear Engineering (and the nuclear reactor) will remain untouched, due to negotiations resulting in financial support from University College.

But whatever the final outcome, APAC members have tried to make it clear that they have taken their responsibilities very seriously and have studied every possible approach before deciding the fate of a unit. With two-hour weekly meetings, open hearings, and the need to study large amounts of documentation and program submissions, APAC members have carried a load close to an additional course in their efforts to give careful consideration to each recommendation.

As Dorfman puts it, "This strategic planning process was begun with the hope that the budgetary situation of the university would improve in the near term. That hope has proven to be unrealistic. Any plan designed to eliminate programs is very painful for an academic community, and APAC has taken on this unenviable job with great reluctance and has made decisions only after careful consideration of many alternatives. It is only through this kind of setting of critical priorities and redistribution of resources that the university can hope to remain on the course it has set for itself." ■

Roz Hiebert